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Maslow s hierarchy of needs pyramid image

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With Saul McLeod, updated March 20, 2020, the Maslow hierarchy needs a motivational theory of psychology that includes a five-tier model of human needs, often depicted as the hierarchical level of pyramids. The hierarchy of needs needs needs to be met so that individuals can visit higher needs. From the bottom of the hierarchy up, the needs are: physiological, security, love and belonging, respect and self-insanity. Deficit needs compared to growth needs This five-step model can be divided into deficit needs and growth needs. The first four levels are often referred to as deficit needs (D-needs), and the highest level is called growth or needs (B-needs). Lack of needs arises due to deprivation and is said to motivate people when they are dissatisfied. Also, the motivation to meet such needs will become stronger for the longer term they are denied. For example, the longer a person goes without food, the hungry they will become. Maslow (1943) initially pointed out that individuals need to meet lower-level deficit needs before moving toward higher-level growth needs. However, he later explained that meeting the needs was not a phenomenon at all or so, acknowledging that his earlier assertions may have given the false impression that 100 per cent should be satisfied before the next need (1987, p. 69). If the deficit is more or less satisfied, it will go out, and our actions will usually be directed towards the next set of needs that we still have to meet. They then become our most important needs. However, growth is felt and can even become stronger when it is engaged. The needs for growth do not come from something lacking, but from the desire to grow as a human being. Once these growth needs are sufficiently met, the highest level, called self-assessment, can be reached. Each person is capable and has the desire to move up the hierarchy towards a level of self-actualization. Unfortunately, progress is often hampered by the inability to meet lower-level needs. Life experience, including divorce and job loss, can cause an individual to fluctuate between hierarchical levels. Therefore, not everyone will move around the hierarchy in a one-way way, but can move between different types of needs. The original hierarchy needs a five-tiered model to include: Maslow (1943, 1954) stated that people are motivated to meet certain needs, and that some needs are superior to others. Our greatest need is physical survival, and it will be the first thing that motivates our behavior. When this level is met the next level up is what motivates us, and so on. 1. Physiological needs - these are biological requirements for human survival, such as air, food, drink, shelter, clothing, heat, sex, sleep. If these needs are not met, the human body cannot function optimally. Maslow considered physiological needs the most important thing, as all other needs become secondary until these needs are met. 2. Safety needs - When an individual's physiological needs are met, safety and security needs become more important. People want to experience order, predictability and control in their lives. These needs can be met by family and society (e.g. police, schools, business and medical care). E.g. emotional security, financial security (e.g. employment, social welfare), law and order, freedom from fear, social stability, property, health and well-being (e.g. safety against accidents and injuries).3. The needs of love and belonging - after meeting the physiological and security needs, the third level of human needs is social and includes a sense of belonging. The need for interpersonal relationships motivates behavior Examples include friendship, intimacy, trust and acceptance, reception and affection and love. Membership that is part of a group (family, friends, work).4. The need for respect is the fourth level of the Maslow hierarchy – which Maslow divides into two categories: (i) respect for himself (respect, accomplishment, mastery, independence) and (ii) a desire for reputation or respect from others (e.g. status, prestige).5. Cognitive needs - knowledge and understanding, curiosity, exploration, need for meaning and predictability.6. Aesthetic needs - appreciation and search for beauty, balance, form, etc. 7. Self-actualization needs – realizing personal potential, self-fulfillment, seeking personal growth and peak experiences. The desire to become everything that can become (Maslow, 1987, p. 64).8. Transcendent needs – a person is motivated by values that go beyond personal self (such as mystical experiences and certain experiences with nature, aesthetic experiences, sexual experiences, service to others, pursuit of science, religious faith, etc.). Self-actualization Instead of focusing on psychopathology and what goes wrong with people (1943) formulated a more positive review of human behavior that focuses on what is going well. He was interested in human potential and how we fulfill that potential. Psychologist Abraham Maslow (1943, 1954) stated that human motivation is based on people seeking fulfillment and change through personal growth. Self-updated people are the ones who

were met and doing everything they were capable of. The increase in self-context (Maslow, 1962) refers to the need for personal growth and discoveries that are present throughout a person's life. For Maslow, a person is always getting and never stays static in these rules. In self-actualization, a person comes to find meaning in life that is important to them. Since each individual is unique, self-actualization motivation puts people in different directions (Kenrick et al., 2010). For some people self-assessment can be achieved by creating works of art or literature, others using sports, in class, or in a corporate environment. Maslow (1962) believed that self-actualization could be measured using the concept of peak experience. It happens when a person experiences the world completely for what it is and has feelings of euphoria, joy, and wonder. It is important to note that self-actualization is an ongoing process to become, rather than the perfect public one reaches happy ever after (Hoffman, 1988). Maslow offers the following description of self-actualization: It refers to a person's desire for self-fulfillment, namely on the tendency for him to become up to which he is potentially. The specific form that these needs will, of course, vary greatly from person to person. For one person it can be like a desire to be an ideal mother, in another it can be expressed athletically, and another it can be expressed in painting pictures or inventions (Maslow, 1943, p. 382-383). Characteristics of self-actualized people Although we are all, in theory, able to update ourselves, most of us will not do so, or only to a limited extent. Maslow (1970) estimates that only two percent of people could achieve a state of self-actualization. He was particularly interested in the qualities of people he considered to have reached his potential as individuals. While studying 18 people he considered self-sufficient (including Abraham Lincoln and Albert Einstein), Maslow (1970) identified the characteristics of 15 self-destructive individuals. Self-switching characteristics: 1. They effectively perceive reality and can allow uncertainty; 2. Accept yourself and others for what they are; 3. Spontaneous thoughts and actions; 4. Problem centered (not self-centered); 5. Unusual sense of humor; 6. Able to objectively look at life; 7. Very creative; 8. Resistant to enculturation, but not intentionally unconventional; 9. Concern for the well-being of humanity; 10. Able to deeply appreciate the basic life experience; 11. Create deep relationships with some people; 12. Maximum experience; 13. Privacy needs; 14. Democratic attitude; 15. Strong moral/ethical standards. Behavior leads to self-actualization: (a) Experiencing life as a child, with full absorption and concentration; (b) Trying new things instead of sticking to a safe path; (c) Listening to your feelings, assessing experiences rather than voice traditions, authority or majority; (d) avoiding pretense (games) and being honest; (e) be prepared to be unpopular if your opinion does not coincide with the views of the majority; (f) taking responsibility and working hard; (g) Trying to define your defenses and the courage to give them up. The characteristics and behaviour of the homemakers leading to self-assessment are shown in the above list. Although people achieve self-actualization in their own unique way, they tend to share certain qualities. However, self-confession is a matter of degree, Not perfect for people (Maslow, 1970a, p. 176). There is no need to show all 15 properties to become self-actualized, and not only self-actualized people will show them. Maslow does not equate self-actualization with perfection. Self-actualization only involves reaching your potential. Thus, someone can be silly, wasteful, vain and obnoxious, and still self-actualize. Less than two per cent of the population achieves self-assessment results. Rogers Theory of Self-Actualizing Education applications maslow's (1962) hierarchy needs theory has made a major contribution to teaching and classroom leadership in schools. Instead of reducing behavior in a reaction environment, Maslow (1970a) adopts a holistic approach to education and learning. Maslow looks at the complete physical, emotional, social and intellectual qualities of an individual and how they affect learning. The use of Maslow's hierarchy theory for classroom teacher work is obvious. Before a student's cognitive needs can be met, they first meet their basic physiological needs. For example, a tired and hungry student will find it difficult to focus on learning. Students need to feel emotionally and physically safe and accepted in the classroom to progress and reach their full potential. Maslow recommends that students should prove that they are valued and respected in the classroom, and the teacher should create a supportive environment. Students with low self-esteem will not reach an academically optimal pace until their self-esteem is strengthened. Maslow (1971, p. 195) argued that a humane educational approach would develop people who are stronger, healthier, and could take their lives into their own hands to a greater extent. With greater personal responsibility for their personal lives, and with a rational set of values to guide their choices, people could start to actively change the society in which they lived. Critical assessment a significant limitation of Maslow's theory applies to his methodology. Maslow formulated the characteristics of self-actualized individuals by performing a qualitative method called biographical analysis. He looked at biographies and articles about the 18 people he identified as self-actualized. From these sources, he drew up a list of characteristics that seemed inherent in this particular group of people, not for mankind as a whole. From a scientific point of view, there are many problems with this particular approach. First, it could be argued that biographical analysis as a method is extremely subjective, since it is entirely based on the researcher's opinion. Personal opinion is always prone to bias, which reduces the validity of any data obtained. Therefore, Maslow's definition of self-actualization should not be blindly accepted as a scientific fact. In addition, Maslow's biographical analysis focused on biased samples of self-actualized individuals, significantly only highly educated white men (such as Thomas Jefferson, Abraham Lincoln, Albert Einstein, William James, Aldous Huxley, Beethoven). Although Maslow (1970) did study self-actualized women like Eleanor Roosevelt and Mother Teresa, they make up a small portion of his sample. This makes it difficult to generalise your theory to women and individuals from lower social classes or of different nationalities. Thus, firing the population validity of Maslow's findings. In addition, it is very difficult to empirically test Maslow's concept of self-actualization in a way that causation can be established. Another criticism concerns Maslow's assumption that lower needs must be met before a person can reach their potential and self-actualize. This is not always the case, and that is why Maslow's need hierarchy is in some respects fake. By examining the cultures in which a large number of people live in poverty (e.g. India), it is clear that people are still capable of higher order needs such as love and belonging. However, this should not happen because, according to Maslow, people who have difficulty achieving very basic physiological needs (such as food, shelter, etc.) are unable to meet higher growth needs. Also, many creative people such as authors and artists (such as Rembrandt and Van Gogh) lived in poverty throughout their lives, yet one could argue that they achieved self-actualization. With higher growth needs, at the same time as lower-level deficit needs (Wahba & Bridwell, 1973). Modern studies of Tay and Diener (2011) have tested Maslow's theory by analyzing data from 60,865 participants from 123 countries representing every major region in the world. The survey was carried out between 2005 and 2010. security; social needs (love, support); would not be respected; craftsmanship; Autonomy. also assessed their well-being in three discreet events: assessing life (a person's opinion of their life as a whole), positive feelings (occasions of daily joy or joy) and negative feelings (everyday experiences of sorrow, anger or stress). The results of the study support the view that universal human needs seem to exist regardless of cultural differences. However, ordering needs in the hierarchy was incorrect. While the simplest needs might get the most attention if you don't have them, Diener explains, you don't need to fulfill them to get the benefit [from others]. Even when we are hungry, for example, we can be happy with our friends. They like vitamins, Diener says about how needs to work independently. We need them all. Listen to a brief summary of this article. Your browser does not support an audio element. How to refer to this article: McLeod, S.A. (2020, March 20). Maslow hierarchy needs. Just psychology. Download this article as PDF APA (6) Style References Hoffman, E. (1988). The Right to be human: biography of Abraham Maslow. Los Angeles, Jeremy P. Tarcher, Kenrick, D.T., Neuberger, S.L., Griskevicius, V., Becker, D.V., & Schaller, M. (2010). Target oriented cognitive and functional behavior: a system of fundamental motives. Current Directions in Psychological Science, 19 (1), 63-67. Maslow, A.H. (1943). The theory of human motivation. Psychological Review, 50 (4), 370-96. Maslow, A.H. (1954). Motivation and personality. New York: Harper and Row Maslow, A.H. (1962). The road to psychology is. Princeton: D. Van Nostrand Company. Maslow, A.H. (1970a). Motivation and personality. New York: Harper & Row. Maslow, A.H. (1970b). Religion, values and peak experience. New York: Penguin. (Original work published in 1966) Maslow, A.H. (1987). Motivation and personality (3rd ed.). 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